AP US HISTORY

The 3 R's

**[Unit1+2] 1. A \* 21. A [Unit 6]**

**[Unit 3] 2. C/B/D 22.B [Unit 7]**

**[Unit 4] \* 3.E 23.A [Unit 8]**

**[Unit 5] 4. B 24.B [Unit 9]**

**[Unit 6] 5. A 25.D [Unit 1+2]**

**[Unit 7]\*6. C 26.A [Unit 3]**

**[Unit 8] 7.A 27.E [Unit 4]**

**[Unit 9] 8. A 28.D [Unit 5]**

**[Unit 1+2] 9. A 29.A [Unit 6]**

**[Unit 3] 10.B 30.B [Unit 7]**

**[Unit 4] 11. D 31.D [Unit 8]**

**[Unit 5] 12. A 32.E [Unit 9]**

**[Unit 6] \*13.D 33.A [Unit 1+2]**

**[Unit 7] 14. D 34.C [Unit 3]**

**[Unit 8] 15. E 35.D [Unit 4]**

**[Unit 9] 16. D \*36.C [Unit 5]**

**[Unit 1+2] 17. D 37. B [Unit 6]**

**[Unit 3] \*18. A 38.E [Unit 7]**

**[Unit 4] 19. B 39.C [Unit 8]**

**[Unit 5] 20. E 40.A [Unit 9]**

Question Answer Unit

41 B 1/2

42 C 3

43 E 4

44 E 5

45 E 6

46 E 7

47 E 8

48 C 9

49 C 1 /2

50 D 3

51 C 4

52 B 5

53 B 6

54 D 7

55 C 8

56 E 9

57 E 1/ 2

58 C 3

59 D 4

60 E 5

61 C 6

62 A 7

63 A 8

64 A 9

65 B 1/ 2

66 E 3

67 C 4

68 C 5

69 B 6

70 D 7

71 C 8

72 E 9

73 C 1/ 2

74 C 3

75 D 4

76 B 5

77 D 6

78 B 7

79 D 8

80 C 9

DBQ Answer outline:

Document A is properly utilized by recognizing, Riesman’s evaluation of social character that occurs in the 1950s and 1960s. Explaining what is called the mode of conformity or the idea that we are all now the same and have lost individualism. The political cartoon that is presented in Document B, represents the now everyday lives of Americans in that time period. The average work day and the flow of society that is now a consistent pattern. The Mcdonalds ad that is presented in Document C, displays what is considered typical American culture and family. Everyone shows up at the drive thru with two adults, and three children but in the far off distance of the picture you can see in the vehicles, that there are also two adults and three children showing another sign of conformity. This connects with Document D ‘Levitt Town’ the standard American’s suburban neighborhood, that was a result of an increase in the standard living conditions. Document E shows a picture of college students, from a prestigious college who all appear to look the same and dress the same. Because they all follow a set of ideals and expectations of living. Document F explains how conformity shapes society, by compromising the idea of being free and equal. Although everyone in a way is equal because they have the same things, are they truly free? Or are they living with suppressed social freedom. Document G expands on that adding to the fact, that the social media has a lot to do with the conformity that exists in those two decades. Document H simply infers the activities of the standard American, it is featured in an advertisement showing the media’s presence in suppressing American citizens.

WORKS CITED

<http://www.collegeboard.com/prod_downloads/ap/students/ushistory/ap08_us_history_sgs_rev.pdf>

<http://apcentral.collegeboard.com/apc/public/repository/ap08_us_hist_frq.pdf>

**QUESTION ONE GRADING GUIDE**

The 8–9 Essay

• Contains a clear, well-developed thesis that addresses BOTH American Indian and European

actions and a variety of relationships in TWO regions.

• Develops the thesis with substantial, relevant historical information on BOTH American Indians and

Europeans.

• Provides effective analysis of how the actions of BOTH shaped or altered the relationships.

• Treatment of the two regions may be somewhat uneven.

• May contain minor errors.

• Is clearly organized and written.

The 5–7 Essay

• Contains a thesis that may be partially developed in addressing both actions and relationships.

• Supports the thesis with some relevant, historical information.

• Provides some analysis of the impact of the actions on the relationships.

• Discusses two regions, but one may be more developed than the other.

• May contain errors that do not seriously detract from the quality of the essay.

• Has acceptable organization and writing.

The 2–4 Essay

• May paraphrase the question or contain a confused or unfocused thesis.

• Provides few relevant facts, or lists facts with little or no application to the question.

• Has little or no analysis of one or both regions.

• May contain only generalizations about the regions and/or relationships.

• May contain major errors.

• May be poorly organized and/or written.

The 0–1 Essay

• Lacks a thesis or simply restates the question.

• Demonstrates an incompetent or inappropriate response.

• Has little or no understanding of the question.

• Contains substantial errors, both major and minor.

• Is poorly organized and/or written.

The — Essay

• Is completely off topic or blank.

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UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 2 Fact Sheet

**General**

Black Legend

Columbian Exchange

Death from disease—smallpox

First Thanksgiving

Gold-seeking Europeans

Landownership difference

No common Indian language

**Chesapeake**

Berkeley, Bacon’s Rebellion (1676)

De la Warr, Irish tactics against Indians

First and Second Powhatan Wars (1610-46)

Headright system, land from Indians

Initial help of Indians in Jamestown

Powhatan Confederacy

Rolfe, John and Pocahontas

Smith, John

Tobacco, land need

Treaty of Middle Plantation (1677, 1680)

**New England**

Few conversions

Fish in soil—fertilizer

Hutchinson, Anne, killed by Indians

King Philip’s War (1676), Indians as slaves

Miscegenation rare in New England

Pequot War (1637), Narragansetts

Pilgrims on old Indian village

Praying towns, John Eliot (translate Bible)

Sassomen, John, spy, Algonquins

Some tribes join against Philip

Squanto, Massasoit

Wampanoags, Metacom (Philip)

Williams, Roger, buying land

**Spanish Southwest**

Conversion of natives

Division among Pueblo Indians

Encomienda, forced labor or slavery

Haciendas, feudal

Kachinas—divine ancestral spirit

Mestizo, creolization

Missions

Onate, Juan, Acoma Rebellion (1599)

Pueblo revolt (1680), Pope

**New York/New France**

Captivity tale

Coureur de bois

Dutch, French difference

Five Nations

French mercantilism

Fur trade, Dutch, French

Intermarriage, Metis

Manhattan Island (1626)

Mystic River Massacre (1637)

New England Confederation (1643)

Standish, Miles

Chief Joseph/Nez Perce

Conquistadors

Dawes Severalty Act

French and Indian War

Hispaniola

Indian Removal Act

Jackson/Trail of Tears

Manifest Destiny

Mayans, Aztecs, Cortez

Pontiac’s Rebellion

Proclamation of 1763

Vikings

Wounded Knee

Wrong Information

African slaves in Spanish Southwest

Buffalo

Indians always peaceful before Europeans

Rice and sugar in Virginia

Spanish did not mistreat Indians

**\*\* UNITS I/II/III**

**QUESTION 2 GRADING GUIDE**

The 8–9 Essay

• Contains a clear, well-developed thesis that analyzes the home-front experiences of TWO of the

four groups during the Second World War.

• Develops the thesis with substantial and relevant historical information related to the home-front

experiences of the two groups during the time period.

• Provides effective analysis of the experiences on the home-front of TWO of the four groups during

the Second World War; treatment of the two groups may be uneven.

o May include home-front experiences outside the time period, but not exclusively.

o May include military experiences, but not exclusively.

• May contain minor errors that do not detract from the overall quality of the essay.

• Is well organized and well written.

The 5–7 Essay

• Contains a thesis, which may be partially developed, that addresses the home-front experiences of

TWO of the four groups during the Second World War.

• Supports the thesis with some relevant supporting information regarding the home-front

experiences of the two groups during the time period.

• Provides some analysis of the experiences on the home-front of TWO of the four groups during the

Second World War; treatment of the two groups may be uneven.

o May include home-front experiences outside the time period, but not exclusively.

o May include military experiences, but not exclusively.

• May contain errors that do not seriously detract from the quality of the essay.

• Has acceptable organization and writing.

The 2–4 Essay

• Contains a weak or unfocused thesis or simply paraphrases the question or addresses the homefront experiences of only ONE of the four groups during the Second World War.

• Provides few relevant facts or lists facts with little or no application to the question and/or time

period.

• Provides simplistic analysis that may be generally descriptive or addresses the home-front

experiences of only ONE group.

• May contain major errors.

• May be poorly organized and/or written.

The 0–1 Essay

• Lacks a thesis or simply restates the question.

• Has little or no understanding of the question.

• Factual information is off topic.

• Contains substantial factual errors.

• Is poorly organized and/or written. AP®

Question 5 (continued)

The — Essay:

• Is completely off topic or blank.

NOTE: All information must be tied to the home-front experience of the groups during the Second World

War.

General Comments on Question 5

1. The question requires students to “analyze.” Analysis can be seen in a number of ways, including:

• Placing the home-front experiences of the two groups in a historical context, including any

changes to experiences and impact of experiences

• Discussing group’s responses to their home-front experiences

• Discussing the experiences as being positive or negative

• Comparing and/or contrasting group experiences

2. Only the FIRST two groups addressed by the student can be scored—NO EXTRA CREDIT for a third

group.

3. Students may make generalizations about racism and discrimination or mention only general events.

Remember there must be a connection between the home-front experiences of each group and the

Second World War (e.g., zoot suits = being unpatriotic; more minority job opportunities stem from

defense industries).

4. Do not be swayed by a seemingly good thesis; many 1’s and 2’s have a thesis due to the short length

of the question.

5. Most students selected African Americans as one of their groups. Japanese Americans were most

frequently the second group, followed by Mexican Americans. Few students chose Jewish Americans,

and those who did often did not include much information beyond the Holocaust. Some did allude to

the emotional experience of Jewish Americans to the Holocaust or the tension over Zionism in the

Jewish community.

6. Home-front experiences outside the time period and military experiences may be included but

should not be exclusive, and they must be relevant.

1. Numbers and percentages used can be approximate as long as they are reasonable. AP®

**WORKS CITED**

[**http://apcentral.collegeboard.com/apc/public/repository/ap09\_frq\_us\_history.pdf**](http://apcentral.collegeboard.com/apc/public/repository/ap09_frq_us_history.pdf)

[**http://apcentral.collegeboard.com/apc/public/repository/ap09\_us\_history\_sgs.pdf**](http://apcentral.collegeboard.com/apc/public/repository/ap09_us_history_sgs.pdf)

**African American** Home-Front Experiences:

• General discrimination in housing and employment; continuation of Jim Crow segregation.

• Great Migration:

- Several million moved from rural areas to cities.

- Over one million found defense jobs in North and on West Coast.

• Housing shortages/overcrowding and white resentment kept African Americans in urban ghettos

- 1942: Mob in Detroit burned a cross on grounds of Sojourner Truth Homes (federally funded

apartments); move into the apartments later supervised by state police.

• Over a million African American men joined the armed forces; this represented 10 percent of the

troops made up by 11 percent of the population.

- Fairer treatment than in First World War:

o Allowed in air corps (over 600 pilots) and marines.

o More responsibility in army and navy.

o Benjamin Davis—first black general commissioned in the army.

o Dorie Miller—Pearl Harbor hero’s picture used in recruitment poster.

- Continued segregation in the military:

o Tuskegee Airmen/Black Eagles (3,000 pilots) continued to be discriminated against;

Eleanor Roosevelt flew with and supported the airmen.

o Navy confined Black and Hispanic sailors to menial noncombat tasks; example of Port

Chicago, California, where 320 sailors working as stevedores died from an ammunition

explosion; 50 court-martialed for refusing to return to the docks.

o Inferior facilities in and around army camps, especially in the South.

• Before U.S. entry in the war, A. Philip Randolph—Brotherhood of Sleeping Car Porters—threatened

march to protest unequal employment opportunities and unfair housing.

- 1941: Executive Order 8802 banned discrimination in defense industries and government; poorly

enforced but did lead to some change in hiring practices.

- Created Fair Employment Practices Committee for enforcement.

- March on Washington Movement.

- Hate strikes against African American workers.

• “Double V” Campaign: victory over fascism abroad and victory over discrimination at home.

• Racial violence in Chicago, New York, and Detroit during summer of 1943 stemmed from white

resentment:

- Detroit—25 Blacks and 9 Whites killed, 700 injured; Hamtramck, Paradise Valley, and Belle Isle.

- Harlem Riot of 1943: police shooting of African American soldier.

• NAACP became more militant:

- Took stand against discrimination in the military.

- Membership increased from 50,000 in 1940 to 450,000 in 1946.

• Congress of Racial Quality (CORE):

- Formed in 1942 by pacifists.

- Led by James Farmer.

- Staged sit-ins to challenge segregation in Chicago, Detroit, Denver.

- Lloyd Brown, Wichita, Kansas, lunch counter incident.

• National Urban League tended to be most moderate of the three organizations.

• African American entertainment centers, e.g., Idlewild.

• Smith v. Allwright (1944) ruled it unconstitutional to deny African Americans the right to

participate in white primaries in Texas.

• Jackie Robinson’s court martial—dismissal of charges reflected growing importance of African

Americans’ continuing contributions to the war effort. AP®

UNITED STATES HISTORY

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Question 5 Fact Sheet (continued)

• Athletes broke racial barriers: Jesse Owens, Althea Gibson.

• Blacks opposed internment of Japanese Americans because of their universal rejection of racism.

• W.E.B. Du Bois condemned anti-Semitism.

**Japanese American Home-Front Experiences:**

• Pearl Harbor, December 7, 1941, affected attitudes toward Japanese Americans:

- 15,000 Japanese Americans arrested as security risks prior to Executive Order 9066.

- Propaganda by the press in California stirred up preexisting anti–Japanese American sentiment.

- Popular culture—cartoons, films, Disney shorts portray Japanese Americans as un-American.

• Internment Camps:

- Executive Order 9066—February 19, 1942.

- Mandated all “dangerous persons” moved to “relocation centers.”

- General John DeWitt, commander of West Coast defenses, and Major Karl Bendetsen as

“architects.”

- Insistence that “military necessity” required Japanese American internment because they were

security threats. Had support of California Attorney General Earl Warren and publisher William

Randolph Hearst.

- Santa Anita race track used as relocation center.

- 112,000 Japanese Americans from the West Coast interned in camps.

- People with 1/16 Japanese blood could be interned.

- Ten internment camps in isolated locations:

o Manzanar, California, March 1942—10,046 interned.

o Tule Lake, California, May 1942—18,789 interned.

o Poston, Arizona, May 1942—17,814 interned.

o Gila River, Arizona, July 1942—13,348 interned.

o Granada, Colorado, August 1942—7,318 interned.

o Heart Mountain, Wyoming, August 1942—10,767 interned.

o Minidoka, Idaho, August 1942—9,397 interned.

o Topaz, Utah, September 1942—8,130 interned.

o Rohwer, Arkansas, September 1942—8,475 interned.

o Jerome, Arkansas, October 1942—8,497 interned.

• War Department official Eugene Rostow told a congressional committee in 1983 that Japanese

Americans never were a military or security threat; 1988: Congress legislates an apology and

$20,000 compensation.

• Issei (39,000 immigrants), Nisei and Sansei (72,000 second and third generation).

• Office of the Alien Property Custodian.

• Had to sell property at great loss.

• Exclusion areas: Japanese excluded from the Pacific coast (chiefly California, but also parts of

Oregon and Washington).

• Alien Enemies Act (1942)—including Japanese, Germans, and Italians.

• 442

nd

Regimental Combat Team—the most decorated regiment that fought during World War II

(Italy); while at the same time family members in camps.

• Hirabayashi v. United States (1943):

- U.S. Supreme Court unanimously upheld arrest and conviction of Gordon Hirabayashi, a 23-yearold student, for not complying with the internment order. AP®

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Question 5 Fact Sheet (continued)

• Korematsu v. United States (1944):

- Court ruled five to four that Korematsu’s conviction for violating the evacuation decree was legal

because of the wartime emergency, thereby implicitly validating internment’s constitutionality

without explicitly addressing the legality of internment.

• 1944 Ex Parte Endo ruling held that loyal citizens could not be imprisoned but did not address

whether Japanese Americans were loyal.

**Jewish American Home-Front Experiences:**

• Jewish Americans made up 3 percent of the population.

• Anti-Semitism existed in the United States:

- Jews faced intensified anti-Semitism by some Americans, including Charles Lindbergh, Father

Coughlin, Gerald Smith, and Claire Booth Luce.

- At the start of the war, they could not move into many neighborhoods, go to many colleges, or

work in many factories.

• Policy of quotas during 1930s:

- Government quotas not raised or filled.

- In 1939 United States turned away over 900 Jewish refugees on the SS St. Louis.

- More than 60 percent of Americans desired to keep Jewish refugees, even displaced children, out

of the United States; this remained virtually unchanged throughout the war.

- Legislators rejected the Wagner–Rogers bill (1939)—would have allowed an additional 20,000

German Jews under 14 years old to enter the United States.

• Between 1932 and 1944, 100,000 Jews entered the United States, including physicists Albert

Einstein, Enrico Fermi, and Edward Teller; philosophers Paul Tillich and Hannah Arendt; writer

Thomas Mann.

• Approximately 500,000 Jews served in all branches of the United States Armed Forces—many

faced discrimination and prejudice.

• Franklin Roosevelt and policy makers of 1930s expressed concern for welfare of Jews in Germany

and Europe, but rescue of Jews in camps not a United States priority.

• U.S. publications gave little coverage of the extermination of European Jews.

• Nye Committee.

• Stephen Wise.

• 1943: 400 rabbis marched in Washington to protest silence of the world against the extermination

of European Jews.

• 1944: U.S. government set up several relief agencies, including the Emergency Committee to Save

the Jewish People of Europe.

• Pressure from Jewish Americans led to establishment of the War Refugee Board in 1944 to help

save 200,000 Jews in Europe and gave sanctuary to another 100,000 who managed to escape the

death camps.

• Wartime mobilization necessitated the hiring of some Jewish workers.

• 52,000 Jews decorated for bravery in war.

• Jewish community split on Zionism.

**Mexican American Home-Front Experiences**

• Bataan Death March.

• Faced discrimination, racism, and prejudice. AP®

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Question 5 Fact Sheet (continued)

• Bracero program:

- In 1942 braceros (Mexican farm workers) allowed to enter United States in the harvest season

without formal immigration procedures.

- Total 200,000 workers.

- Half came to California; the remainder emigrated to 20 other states.

- Many worked in industries as well as agriculture and railroads.

• Mexican Americans were drafted and volunteered into United States Armed Forces:

- Over 300,000 served in the armed forces.

- Had the highest percentage of Congressional Medal of Honor winners.

- Proportion within the armed services greater than their proportion of overall United States

population.

- Many served in the most hazardous branches as marines and paratroopers.

- Served in the military; they also wanted better education, better jobs, and an end to racism.

- Received GI Bill.

• Box Car Camps—substandard conditions.

• Sleepy Lagoon Murder, August, 1942—murder of Jose Diaz resulted in 24 arrests.

• Zoot Suit Riots in Los Angeles during summer of 1943:

- Pachuco gangs.

- Began with attacks by sailors on Mexican American teenagers dressed in zoot suits.

- Stemmed from white resentment toward influx of Mexican Americans into Los Angeles.

- Attacks went unchecked for days.

- Los Angeles City Council outlawed wearing zoot suits in public.

• Fair Employment Practices Committee dealt with civil rights complaints.

• Plentiful work in defense industries led to a rising standard of living for some.

• United States Office of Inter-American Affairs, Spanish-Speaking People’s Division, opened

centers in Los Angeles, Denver, and Salt Lake City to support programs on Latin American culture.

• League of United Latin American Citizens (LULAC) created and modeled on NAACP.

• California and other Southwest school districts added vocational training for jobs in wartime

industries.

• Emerging community services to meet the needs of Mexican Americans.

**\*\*UNIT 7**

**QUESTION 3 GRADING GUIDE**

The 8–9 Essay

• Contains a clear, well-developed thesis that evaluates to what extent the idea of a “New South” was

a reality with regard to TWO topics by the time of the First World War.

• Develops the thesis with substantial and specific relevant historical information.

• Provides effective analysis of the extent to which the idea of a “New South” was a reality regarding

TWO topics; treatment of topics may be somewhat uneven.

• May contain minor errors that do not detract from the overall quality of the essay.

• Is well organized and well written.

The 5–7 Essay

• Contains a thesis that partially evaluates to what extent the idea of a “New South” was a reality

with regard to TWO topics by the time of the First World War.

• Supports the thesis with some relevant, historical information.

• Provides some analysis of the extent to which the idea of a “New South” was a reality regarding

TWO topics; treatment of topics may be substantially uneven.

• May contain errors that do not detract from the overall quality of the essay.

• Has acceptable organization and writing.

The 2–4 Essay

• Contains an undeveloped, confused, or unfocused thesis, or may simply restate the question.

• Provides minimal relevant information or lists facts with little or no application to the question.

• Addresses the extent to which the idea of a “New South” was a reality regarding only one topic, OR

describes two topics in a general way.

• May contain major errors.

• May be poorly organized and/or written.

The 0–1 Essay

• Lacks a thesis or paraphrases the question.

• Demonstrates an incompetent or inappropriate response.

• Has little or no understanding of the question.

• Contains substantial errors.

• Is poorly organized and/or written.

The — Essay

• Is completely off topic or blank.

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**Economic Development**

• Southern economic development was difficult: few towns and cities, lack of capital, low rate of

technological development, northern control of financial markets and patents. Other problems: high

protective tariffs, demonetization of silver meant less capital for investment, lack of educated work

force.

• Northern investment.

o Investors received concessions from southern state legislatures (land, forest, mineral

rights).

o Railroad companies laid over 22,000 miles of new track, but by 1890 more than half of track

laid was owned by northern railroad companies.

• Industrial development.

o Henry Grady, editor, Atlanta Constitution.

o Industry developed: coal mining in Appalachians, textiles in Carolinas and Georgia,

furniture, cigarette manufacturing (James B. Duke, American Tobacco Co., 1890), iron and

steel in Birmingham, Alabama (by 1900, largest pig-iron shipper in the United States).

o Northern investors came to control some southern iron industry: Andrew Carnegie got

railroads to charge higher freight rates through “Pittsburgh plus” pricing system that

charged Birmingham steel an extra fee; New York bankers eventually controlled stock in

southern iron firms; U.S. Steel bought out many Birmingham iron businesses.

o Northern businessmen invested in lumber industry in Gulf states’ pine forests; production

increased 500 percent.

o Railroads connected the South to national markets but charged higher rates for transport of

manufactured goods than raw materials moving from South to North.

o White merchants and industrialists prospered.

• Cotton industry.

o Southern merchants and landowners promoted vertical integration of cotton industry;

number of cotton mills grew: 161 in 1880, to 400 in 1900.

o

o Cotton manufacturing states of North Carolina, South Carolina, Georgia, Alabama;

Augusta, Georgia, called the “Lowell of the South.”

“Move the mill to the cotton.”

o Attracted northern investors (1880–1920), who owned major textile mills by 1920.

o Mill towns in Piedmont (from Virginia, Carolinas, Alabama, and Georgia) were a mixture of

industrial development and rural traditions; often controlled by mill owners who kept mill

workers tied to the mill.

o Textile workers were white and paid poorly; wages were 30–50 percent less than those for

New England mill workers.

• Labor.

o Wages in industries were low for blacks and whites; lowest paid workers were children

(child labor in textile industry was particularly widespread in South).

o Some opportunities for African Americans: railroads, construction (Atlanta), mines, iron and

steel furnaces, tobacco factories (black women), but workplaces were rigidly segregated, or

blacks had menial jobs; southern urban areas attracted black unskilled labor.

o Cheap convict labor (often African Americans and often 90 percent of convict labor force)

used in railroads, mines, lumber business; brutal mistreatment and no wages paid to

convict workers.

o African American women: domestic workers.

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UNITED STATES HISTORY

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Question 4 Information List (continued)

• Agriculture.

o White planters prospered with reliance on cash crops.

o Cotton and tobacco still dominated; hurt smaller farmers who could not withstand price

changes in national and international markets; Louisiana cane sugar.

o Rates of farm ownership were under 50 percent in South Carolina, Georgia, Alabama,

Mississippi, and Louisiana.

o Poor blacks and whites: sharecropping, tenant farming (by 1900, 70 percent of farmers in

South were tenants), crop-lien system (encouraged debt and tied farmers to land); all

impoverished black and white farmers and offered little hope for economic improvement.

o Some black farmers got land (coastal South Carolina and Georgia) but less so in Deep

South.

o South still dependent on North for capital and manufactured goods.

o Southern share of national manufacturing was 10 percent in 1900, the same as it had been

in 1860.

o South still had less total cotton-mill output than the North in 1900.

o 1900: southern per capita income was 60 percent of national average; average income in

South was 40 percent of income in North.

**Politics**

• Solid South emerged; Democratic white voting bloc.

• White Democrats controlled state governments: southern “home rule”/Redeemer

governments/Bourbons.

o Planters/merchants/businessmen who allied themselves with northern political

conservatives and northern capitalists, but Bourbon politicians were not always unified.

o Reduced taxes and cut public spending.

o Decreased funding for public-school system for both races, but African Americans

particularly hard hit.

o Some funding for agricultural and mechanical colleges, teacher-training schools, and

women’s colleges.

• Some blacks still voted and held office from 1877 to 1914 (e.g., North Carolina: blacks in state Senate

and House, 1877-90), but they saw more and more restrictions enforced at local levels.

• Some biracial political coalitions at state level.

o Virginia: black Republicans and anti-Redeemer Democrats formed Readjuster Movement

(wanted to “readjust” state debt); governed Virginia from 1879 to 1883.

o Tennessee, Arkansas.

• Southern Farmers’ Alliances: began in Texas (1870s); spread to other southern states; excluded

blacks; 1889 Charles W. Macune merged regional organizations into the Farmers’ Alliance and

Industrial Union or Southern Alliance; by 1890, Alliances in South had elected 4 governors and 47

U.S. representatives and senators and controlled eight state legislatures.

• Colored Farmers’ National Alliance: first in Arkansas and then spread to other southern states; 1889,

three million members; saw common economic complaints with white farmers; tried to organize

strike of cotton pickers in South Carolina, Arkansas, and Texas in 1891, but white landowners and

local authorities intervened to stop it.

• Appeal of Populism (1892-96) to black and white farmers.

o Tom Watson (Georgia), Leonidas Polk (North Carolina) appealed to farmers to unite

regardless of race; “Pitchfork Ben” Tillman still used racist appeals (South Carolina).

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Question 4 Information List (continued)

o North Carolina, 1894-98: coalition of white Populists and black Republicans got control of

state legislature, but ended with a revolt by white Democrats who reestablished control

(ended with a riot in Wilmington in 1898, killing “scores of blacks”).

o Southern Alliance split over issue of a third party, fearing Democratic Party in South would

suffer.

o Conservative white Redeemer/“Bourbons” countered with racial appeals to poor whites.

o Populism defeated nationally in 1896 presidential election (William McKinley versus William

Jennings Bryan).

o Watson became a rabid supporter of white supremacy.

• Disfranchisement of blacks, and some poor and illiterate whites, by state governments (1889–1908).

o Poll taxes (Second Mississippi Plan, 1890).

o Literacy tests; “understanding” tests of state constitutions.

o Grandfather clauses: first passed in Louisiana in 1898; declared unconstitutional in Guinn

v. United States (1915).

o White Democratic primaries adopted by every southern state, 1896–1915.

o 1900: Senate defeat of Lodge Bill (southern Democrats called it the “force bill”) that allowed

“federal supervision of congressional elections to prevent disfranchisement, fraud or

violence.”

o Williams v. Mississippi (1898): upheld Mississippi’s institution of poll taxes and literacy

tests.

o Giles v. Harris (1903): Supreme Court refused to hear a lower court case involving a black

man who sued the Alabama state legislature for including various requirements in the state

constitution that were designed to keep blacks from voting.

**Race Relations**

• Most advocates of the “New South” championed white supremacy.

• Social behavior was determined by race; whites expected deferential treatment by African

Americans in public settings.

• By 1900, 20 percent of southern blacks were urban.

• Black urban communities saw growth of black middle class (teachers, physicians, lawyers, nurses;

working in banks and insurance companies; businessmen in black community; National

Association of Colored Women 1896: urban black middle-class women sought women’s rights and

racial uplift; black teachers’ colleges; Negro Business Men’s Leagues, 1898).

o 1890s: more resentment by whites of signs of black success, social influence, education;

whites feared loss of control of politics, particularly as the first generation of educated

blacks born after the Civil War were more aware of the lack of equality.

• Labor market segregated; blacks excluded from supervisory and white-collar jobs; more black

women than white women were wage earners (often domestic servants).

• Most labor unions excluded blacks.

• Exodusters migrated to Kansas, 1879-80.

• Civil Rights Cases (1883): declared Civil Rights Act 1875 (prohibited segregation in places of public

accommodation) unconstitutional.

• Jim Crow laws passed by southern states (1880s and 1890s).

• Plessy v. Ferguson (1896): “separate but equal” doctrine (supported by some “New South”

advocates).

• Cumming v. Richmond County Board of Education (1899): Supreme Court upheld separate schools

for blacks and whites, even if the black schools were not comparable to those of whites.

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UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 4 Information List (continued)

• Racial violence, 1880–1910.

o Ku Klux Klan activity (despite federal government’s attempt to suppress the Klan through

the Force Acts, 1870-71).

o Race riots (Wilmington, North Carolina, 1898; New Orleans, 1900; Atlanta, 1906).

o Lynching of blacks became more common, particularly in 1880s and 1890s, and in some

cases, public spectacles (lynching of Sam Hose in Georgia in 1899); 1889–1909: over 1,700

African Americans were lynched in the South; lynching peaked during periods of falling

cotton prices and the heightened competition between poor whites and poor blacks for

jobs; peak in 1892 with appeals of Populists.

o Ida B. Wells, prominent African American antilynching crusader: part owner of Memphis

newspaper, Free Speech and Headlight; wrote Southern Horrors, 1892, and A Red Record,

1895.

• Booker T. Washington and W. E. B. Du Bois.

o Booker T. Washington (a southerner) favored self-help for African Americans; favored

economic independence and vocational trades education; acquiesced to social inequality

and segregation; speech at Atlanta Exposition, 1895: “Atlanta Compromise” meant

accommodation for blacks in the South; headed Tuskegee Institute in 1881.

o W. E. B. Du Bois (a northerner) countered Washington; Souls of Black Folk, 1903; wanted an

immediate end to disfranchisement and legal segregation; favored higher education and

political activism among African Americans.

• Public education for blacks in South was poor.

o 1900: no public high schools for blacks in the South.

o 1910: 8,000 of 970,000 high-school-age blacks in South enrolled in high schools.

o 1916: Bureau of Education study—per capita spending in South (white children: $10.32 per

year; black children, $2.89 per year).

• 1900: 90 percent of U.S. African American population lived in the South.

• 1880s-90s: Idea of the “Old South” and the “Lost Cause” gained popularity among southern whites,

as did the idea of “happy slaves and the evils of Reconstruction” that legitimated segregation and

denial of voting rights to African Americans (Birth of a Nation, 1915); exacerbated by southern state

governments’ pension systems (often controlled by white patronage) for Confederate veterans.

• African Americans built their own culture, particularly around the church (provided community and

political space, leadership roles for men, a vehicle for racial pride) and black social/fraternal

organizations (Independent Order of Odd Fellows had 40,000 members in 1904; black women’s

clubs).

• National Association for the Advancement of Colored People (NAACP) founded 1909-10.

• Segregation of the races and white domination of all aspects of southern society.

• Great Migration of African Americans from South to northern industrial cities during World War I.

**\*\* UNITS IV/V**

**QUESTION 4 GRADING GUIDE**

The 8–9 Essay

• Contains a clear, well-developed thesis that analyzes the roles that women played in Progressive

Era reforms from the 1880s through 1920 with a focus on two topics.

• Develops the thesis with substantial and specific relevant historical information.

• Provides effective analysis of TWO topics; treatment of topics may be somewhat uneven.

• May contain minor errors that do not detract from the overall quality of the essay.

• Is well organized and well written.

The 5–7 Essay

• Contains a partially developed thesis that analyzes the roles that women played in Progressive Era

reforms from the 1880s through 1920 with a focus on two topics.

• Supports the thesis with some relevant and specific historical information.

• Provides some analysis of TWO topics; treatment of topics may be substantially uneven.

• May contain errors that do not seriously detract from the quality of the essay.

• Has acceptable organization and writing.

The 2–4 Essay

• Contains an undeveloped or unfocused thesis, or simply paraphrases the question.

• Provides minimal relevant information, or lists facts with little or no application to the question.

• Analyzes only one topic, OR describes two topics in a general way.

• May contain major errors.

• May be poorly organized and/or written.

The 0–1 Essay

• Lacks a thesis or simply restates the question.

• Demonstrates an incompetent or inappropriate response.

• Has little or no understanding of the question.

• Contains substantial errors.

• Is poorly organized and/or written.

The — Essay

• Is blank or completely off topic.

\*\*WORKS CITED:

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**Politics**

• 1880–1920: men dominated federal, state, local electoral politics, but women were often active in

pressuring politicians for a range of reforms.

• Women in Populist Party: Mary Elizabeth Lease, Anne Diggs, prominent in Kansas and Nebraska

Populist activity.

• Settlement house activist women pressured federal, state and local politicians for better working

and living conditions in urban areas.

• Some elitism, nativism and racism in women’s views of their roles in politics: Some saw the

extension of suffrage to native-born white women as a way to counter African American and

immigrant male votes and the “slum vote.”

• Muckrakers were mostly men, but there were a few women:

o Ida Tarbell, History of the Standard Oil Company, 1904.

o Frances Kellor, Out of Work, 1904 (exploitation of immigrants, blacks, other recent arrivals

to the city by employment agencies).

o Helen Hunt Jackson, A Century of Dishonor, 1881.

• Women’s suffrage:

o Attracted few African American, immigrant, working-class women.

o Women could increasingly vote in local elections:

 Wyoming Territory gave unrestricted suffrage to women in 1869 and achieved

statehood in 1890, keeping women’s suffrage.

 Utah Territory was created in 1870; Congress disenfranchised women in Utah

in 1887, but women got the vote back when Utah achieved statehood in 1896.

 Colorado women got suffrage through popular vote in 1893.

 Idaho approved women’s suffrage in 1896.

 Washington State extended the vote to women in 1910; California in 1911;

Arizona, Kansas and Oregon in 1912; Illinois in 1913; Montana and Nevada in

1914; New York in 1917; Michigan in 1918.

o By 1919, 39 states had extended suffrage to women for some elections, and 15 allowed full

voting rights.

o The Women’s Christian Temperance Union (WCTU) endorsed women’s suffrage in 1882.

o Some women were antisuffrage: They saw it as a threat to the “natural order” of separate

spheres and associated suffrage with increased divorce, neglect of children, loose morality,

promiscuity.

o National American Woman Suffrage Association was formed in 1890 (merger of the

National Woman Suffrage Association, formed in 1869, and the American Woman Suffrage

Association, formed in 1869):

 Elizabeth Cady Stanton, Susan B. Anthony (jailed for trying to vote for president

in 1872), Anna Howard Shaw, Carrie Chapman Catt, Elizabeth Stone Blackwell.

 Linked ballot to traditional role of women and extension of women’s influence

to improve public life.

 Increased membership from 13,000 in 1893 to over two million in 1917.

 1910s: mass movement of women seeking suffrage; all ages and different

socioeconomic backgrounds.

 During World War II, lobbied Congress, asked for state referendums.

o Links to International Suffrage Association, organized in New Zealand, 1893; in Australia,

1902; Finland, 1906; Norway, 1913; Iceland, 1915; Canada and Great Britain for some local

elections, 1918.

o Some women supported suffrage in order to engage in “municipal housekeeping” to

protect their families.

o Alice Paul formed Congressional Union, 1914: wanted women’s suffrage through

constitutional amendment; allied with National Women’s Party in 1917.

o Harriot Stanton Blatch worked for women’s vote; founded Equality League of Self

Supporting Women in 1907 to recruit working women into suffrage movement.

o 19th Amendment ratified, 1920.

o Jeanette Rankin (Montana) was the first female elected to the U.S. House of

Representatives (1916).

o African American women were generally excluded from suffrage and other white women’s

organizations.

o National Woman’s Party, 1916:

 Alice Paul, Harriot Stanton Blatch.

 Advocated more confrontational tactics.

 Argued that the 19th Amendment wasn’t enough and favored a constitutional

amendment prohibiting all discrimination on the basis of sex.

 Congressional Union allied with the National Women’s Party in 1917.

• Women and peace activism:

o Women’s Peace Party founded in 1915 by Jane Addams and Carrie Chapman Catt.

o After the U.S. entered World War I, women peace activists split: Catt advocated women’s

suffrage as a war measure; Jane Addams and Charlotte Perkins Gilman wouldn’t support

the war.

o Some women argued that their roles as keepers of morality and maternalism meant that

they had to be pacifists.

o Parallels and connections to peace activists in Great Britain at this time.

• Prohibition: 18th Amendment ratified, 1919.

**Social Conditions**

• Temperance and Prohibition:

o Women’s Christian Temperance Union (WCTU), 1874: slogan was “Do Everything”:

 Frances E. Willard, Carrie Nation (smashed saloon bars and bottles).

 Advocated abstinence from alcohol, prison reform, ending prostitution, elimination

of wage system, right to vote for women.

 Organized separate African American women’s chapters: Frances Ellen Harper,

head of African American division of WCTU, 1883–1890.

 By 1911, the WCTU had 250,000 members and was the largest women’s

organization in American history up to that time.

o Women were active in the Anti-Saloon League.

o Prohibition: 18th Amendment ratified, 1919.

• Social gospel movement often guided by women:

o Young Women’s Christian Association (YWCA) founded in 1866.

o Girls’ Friendly Societies (Episcopal Church).

o Roman Catholic laywomen and nuns.

• African American women sponsored programs, particularly in the Baptist Church (Chicago, Phyllis

Wheatley Home, 1908).

• Women missionaries abroad (by 1902, 783 Methodist women missionaries were in China). AP®

• Settlement houses and social work:

o Women worked for a range of social, economic, educational, health, sanitation, labor

causes.

o Jane Addams and Ellen Gates Starr, Hull House, Chicago, 1889; Lillian Wald, Henry Street,

New York City, 1893.

o Florence Kelley, Hull House Maps and Papers, 1895.

o By 1910, there were 400 settlement houses in the U.S. with three-quarters of settlement

workers women, mostly college educated.

o Led to profession of social work (Columbia University, 1902), where women dominated the

field.

o Settlement houses usually did not include African Americans.

o African American women founded their own settlement houses: Neighborhood Union,

Atlanta, 1908, Lugenia Burns Hope; Phyllis Wheatley Settlement House, Minneapolis, 1924.

• Charlotte Perkins Gilman, Women and Economics, 1898: supported women’s involvement in the

economy; advocated decentralized nurseries and cooperative kitchens to assist women in the

work force.

• General Federation of Women’s Clubs, 1892:

o Club women advocated educational “uplift,” civic reform, child labor laws, mothers’

pensions, protective laws.

o In 1892, there were over one hundred thousand members in almost five hundred clubs; in

1917, there were over one million members.

• African American women joined the National Association of Colored Women (founded 1896):

o Mary Church Terrell, first president.

o Anti-lynching, anti-segregation, worked to improve local communities.

• Birth control and contraception:

o Margaret Sanger: nurse in New York City who educated women about birth control,

advocated birth control in her journal, The Woman Rebel, 1914; pamphlet, Family

Limitation; opened clinic in New York and distributed contraceptive devices, 1916 (jailed

for it); founded the American Birth Control League, 1921.

o National Birth Control League formed by women in 1915.

• Civil rights for African Americans:

o Women (Wells-Barnett, Terrell, Addams) helped to found and worked with the National

Association for the Advancement of Colored People (NAACP), 1909.

o Antilynching campaigns:

 Ida B. Wells-Barnett and Jessie Daniel Ames.

 Wells-Barnett became a journalist in 1880s and later wrote Southern Horrors, 1892,

and A Red Record, 1895; worked for women’s suffrage and helped found NAACP.

• Frances Kellor: active on behalf of black women workers, black prisoners and immigrants; brought

the plight of the urban poor to Theodore Roosevelt’s attention

• Antiprostitution (the “social evil”):

o Many women worked against prostitution through state and federal laws; fought to get age

of consent raised.

o Occidental Branch of Women’s Foreign Missionary Society, San Francisco, sponsored

rescue home for Chinese prostitutes.

o Mann Act, 1910.

o Wassermann test for syphilis in 20 states. AP®

• Tenement reform:

o National Housing Association, 1910.

o Charlotte Perkins Gilman suggested apartment buildings with common dining rooms to

relieve women of the task of preparing meals.

• Campfire Girls (1910) and Girl Scouts (Juliette Low, 1912) prepared girls to be future homemakers;

founders thought that delinquency and crime would be reduced.

• Native American assimilation:

o Helen Hunt Jackson, A Century of Dishonor, 1881; Ramona, 1884.

• Women’s National Indian Association, founded in 1879, advocated Christianizing Indians, ending

reservation system, universal education, “civilized home life” on reservations in the West;

supported the Dawes Act, 1887.

**Labor and Working Conditions**

• Women in Knights of Labor:

o Pushed for equal pay for equal work by men and women.

o First women joined the Knights (all-female local in shoe trade in Philadelphia).

o 1885: 10 percent of members were women.

o Mary Harris (“Mother”) Jones.

o 1886: A special department was created within the Knights to investigate female and child

labor, women’s pay.

o Ran day-care centers for children of wage-earning mothers; sometimes created cooperative

kitchens.

• Many American Federation of Labor (AFL) trade unions barred women, although the AFL had

some female organizers in industries employing mostly women; union leadership believed that

women should not be factory workers (presence of women would lower wages), but two locals

(Cigar Makers’ Union, Typographers’ Union) allowed women.

• Industrial Workers of the World (IWW) welcomed women: Elizabeth Gurley Flynn.

• Settlement house movement worked for an 8-hour workday for women, an end to child labor,

better working conditions for women, protective legislation.

• New York Consumers League, 1890, Josephine Shaw Lowell: concerned about women’s working

conditions in New York City.

• National Consumers League, 1898:

o Worked for better working conditions for women and children.

o Headed by Florence Kelley, 1899.

o Tried to get women to see themselves as consumers.

o Instrumental in the defense of the 10-hour workday for women (Muller v. Oregon, 1908).

• Florence Kelley established the New York Child Labor Committee; served as first chief factory

inspector for the State of Illinois; supported Illinois campaign for 8-hour workday for women.

• International Ladies Garment Workers Union, 1900: Clara Lemlich, Pauline Newman, Rose

Schneiderman; tried to organize women in the textile industry.

• Women’s Trade Union League, 1903:

o Founded by female upper-class reformers and union members, Mary Kenney.

o Tried to persuade women to join unions.

o Raised money to support strikes, walked picket lines, held public meetings on behalf of

female workers.

• Emphasis on protecting women and children in workplace (Muller v. Oregon, 1908):

o Women activists split on protective legislation.

o Supporters of protective legislation argued that such laws were necessary because of

women’s physical frailty and their roles as future mothers.

o Opponents argued against protective laws because the laws implied women were unequal

to men, women were to be treated differently than men due to gender, and women were

not suited for certain types of work.

• Uprising of 20,000, New York City, 1909: Women garment workers struck for better wages, union

recognition, better working conditions; strike didn’t get union recognition.

• Triangle Shirtwaist Fire, 1911, prompted reforms in New York State; efforts led by Florence Kelley,

Frances Perkins (National Consumers League).

• New York State Factory Investigation Committee formed under Frances Perkins.

• Women advocated for creation of the U.S. Department of Labor’s Children’s Bureau (1912) and

Women’s Bureau (1920) and then worked through both agencies.

o Julia Lathrop, first director of the U.S. Children’s Bureau, 1912; supported passage of

Keating–Owen Act (1916) forbidding interstate shipment of goods manufactured by

children under the age of 14.

o Federal government created the Women in Industry board during World War I; it became

the Women’s Bureau (1920), worked for protection of women’s interests in the workforce

**\*\* Units VIIII/IX/X**